

The Gomer Curriculum

Individual Subjects



Curriculum

Our Curriculum Vision

At King's Academy Gomer, our curriculum is designed with the firm intention that all pupils will experience opportunities and achieve success on a global stage. We provide a broad, balanced, and relevant curriculum that equips our learners with the knowledge, skills, and ambition to thrive in an ever-changing world. Our aim is to nurture successful learners who aspire to reach their full potential and contribute positively to both their local and wider communities. Beyond academic excellence, we are committed to developing children of character. This means that spiritual, moral, social, and cultural understanding—alongside a deep-rooted appreciation of British values—are woven into all aspects of school life. Through our curriculum, we inspire curiosity, resilience, and a lifelong love of learning, ensuring our pupils leave us as confident, well-rounded individuals ready to shape their own futures and make meaningful contributions to society.

Curriculum Implementation Summary

The curriculum is implemented in such a way that purposeful learning opportunities are created for each and every child in our school. We take into account the diversity of our children to carefully plan lessons which meet individual needs, ensuring equity and inclusion for all. Learning journeys are taught using a range of techniques to enable each individual to learn at an appropriate pace. Children are regularly assessed in order to inform teachers as to the next stage in their learning and the steps needed to enable them to achieve. The children are actively encouraged to think about their own learning to help them grow into independent, reflective learners. Rich, varied and diverse opportunities are integral elements supporting the implementation of the curriculum; these include: first hand, high- quality experiential learning including visits and visitors, extra-curricular activities and engaging enquiry led learning opportunities.

Art

Vision At King's Academy Gomer, we believe that art, craft, and design are powerful forms of creativity and self-expression. Through a rich and engaging curriculum, we equip our children with the knowledge, skills, and confidence to experiment, invent, and develop their artistic abilities. We ensure progression in key techniques, including drawing, painting, sculpture, and digital media, allowing pupils to refine their skills and explore their unique creative voice throughout their time with us.

Our commitment to fostering a love of art is reflected in the enthusiasm of our school community. Our **Art Club** is extremely well attended, demonstrating the passion our pupils have for creativity beyond the classroom. Additionally, our **Annual Big Draw** event is a highlight of the year, with strong parental engagement, reinforcing the value we place on artistic expression as a shared experience.

We celebrate our pupils' artistic achievements by prominently displaying their work within the school and sharing it more widely through local and national competitions. We also provide opportunities for children's artwork to be published and purchased by families e.g. Christmas cards, reinforcing the value of their creative contributions.

Our school benefits from a wealth of artistic resources on our doorstep, including local galleries and exhibitions, which we actively use to inspire and enrich our pupils' understanding of the role of art in shaping history, culture, and society. We introduce children to a diverse range of artists, craft makers, architects, and designers, broadening their perspective and encouraging critical engagement with different artistic styles and traditions.

At King's Academy Gomer, we are committed to nurturing creativity, resilience, and a lifelong appreciation of the arts. Through exploration, collaboration, and celebration of artistic expression, we empower our pupils to see the world through an imaginative and thoughtful lens.

Art continued...

NC Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

NC Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers, architects and designers, and understand the historical and cultural development of their art forms.

NC Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Computing

NC Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

NC Aims

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

NC Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Design Technology

NC

Purpose

of

Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

NC

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

NC

Attainment

targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

English

[Please see separate English tab for more information regarding English at King's Academy Gomer](#)

Vision

At King's Academy Gomer, we want our learners to leave us as confident, proficient writers with a love of literature. We provide an ambitious reading, writing and oracy curriculum that supports our learners in developing the skills necessary to succeed in their next stage of education.

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Geography

Vision

At King's Academy Gomer, we aim to inspire a lifelong curiosity and passion for geography, preparing our children for success on a global stage. We want our pupils to develop a love for learning about the world around them and an excitement to explore it for themselves. In the lower school, our geography curriculum places children at the heart of their learning, building their geographical knowledge progressively from their local area to the wider world. This ensures a strong foundation in understanding places, spaces, and environments. In upper Key Stage 2, our geography curriculum is enquiry-led, encouraging children to think critically, ask meaningful questions, and engage deeply with geographical concepts. Through in-depth studies of countries selected for their similarities or contrasts to Gosport—or for their direct links to other curriculum areas—pupils develop a rich, contextual understanding of the world and their place within it. Our vision is that every child leaves King's Academy Gomer as a knowledgeable, curious, and globally aware citizen, equipped with the skills to navigate and contribute to an ever-changing world.

Purpose of Study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in key geographical skills

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant

Gomer

programme of study.



History

Vision

At King's Academy Gomer, we aim to foster children's understanding and appreciation for the historically rich area they live in. To support children develop a secure chronological understanding, they encounter history topics in time order: from the stone age to a local history study linked to WW2. As Gosport has such a rich maritime history, we incorporate this into our theme and local history learning to make the the most of the contextual and familial links in the area.

We have carefully selected eight key themes of enquiry which the children revisit across different units of study:

- Chronological and geographical overview
- Key archeological findings
- Sports
- Food/ farming
- Religion and the afterlife
- Key historical figures
- Greatest achievements
- Real life mysteries

Purpose

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

of

Study

Aims

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Target

Maths

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

MFL (French and Spanish)

NC Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

NC Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity
- find ways of communicating what they want to say, including through discussion and asking questions
- continually improve the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

NC Attainment targets

By the end of key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music

Vision At King's Academy Gomer, we believe that music is a powerful and universal language that enriches lives, fosters creativity, and builds confidence. We are proud that 47% of our pupils engage in music tuition beyond the classroom, a testament to the vibrant musical culture we nurture within our curriculum. Our vision is for every child to develop a lifelong love of music, appreciating a wide range of styles, traditions, and historical influences.

Music is woven into the fabric of school life. In our assemblies, we sing and listen to a diverse selection of music, broadening pupils' exposure and deepening their appreciation of different genres and cultures. We actively encourage performance, recognising the invaluable skills it develops—resilience, teamwork, self-expression, and discipline—qualities that transfer across all areas of the curriculum.

Through high-quality teaching and rich musical experiences, our pupils learn to sing, compose, and play instruments with confidence. They explore the building blocks of music—pitch, rhythm, dynamics, and structure—allowing them to engage critically with music and express themselves creatively. We provide opportunities for all children to progress in their musical journey, whether through instrumental tuition, composition, or performance.

At King's Academy Gomer, music is not just a subject—it is a key part of our identity, shaping well-rounded, confident individuals who take pride in their achievements and understand the joy that music can bring.

Music continued...

Purpose of **Study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Science

Vision At King's Academy Gomer, we believe that a high-quality science education provides the foundation for understanding the world and inspires curiosity about natural phenomena. Our science curriculum is designed to develop children's knowledge and understanding across the key disciplines of biology, chemistry, and physics, ensuring they build essential scientific skills and an appreciation for how science shapes our lives.

As a school in a STEM-rich area, we actively connect learning to real-world applications, drawing on local expertise and industries to deepen pupils' understanding of the impact of science in our community. Living in a coastal town, we make meaningful links to our unique environment, using the beach and marine life as a context for scientific exploration, fieldwork, and environmental awareness.

We encourage all pupils to think critically, ask questions, and engage in practical investigations that develop their ability to observe, predict, and analyse. Through hands-on enquiry and collaborative learning, our children develop the confidence to explore scientific concepts, apply them to real-life situations, and consider their significance for the future. Our goal is to nurture scientifically literate young people who understand the power of rational explanation, are excited by discovery, and are equipped with the skills and knowledge to contribute to a rapidly evolving world.

NC Purpose of Study A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science continued...

NC

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

NC

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Attainment

Aims

targets

Personal Development and Relationship and Sex Education

Vision

We are a school of Character and as such personal development runs through every part of our school day. We want our young people to have the skills, qualities and knowledge necessary to go on to be safe and successful in their next stage of education and adult life.

Purpose of Study:

To develop the whole child and to give children the knowledge and skills that they need in order to lead happy and healthy lives. Our Personal Development curriculum offers opportunities across and beyond the curriculum that enables the children to develop their understanding of the ever changing, multicultural world around them. Personal Development Learning (PDL) is at the centre of life at King's Academy Gomer and it underpins all that we do. We believe that in order for effective learning to take place, children must have a good understanding of themselves, others and the world around them. The curriculum promotes social, moral, spiritual and cultural (SMSC) development as well as explicitly teaching the fundamental British Values, all of which prepares the children for the opportunities, responsibilities and experiences of life.

Aims:

Our Personal Development Learning (PDL) and Relationships and Sex Education (RSE) scheme of work aims to enable children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. PDL and RSE are embedded within and across the school curriculum and is broken down into



PD and RSE continued

- **Relationships and Friendships** - This focuses on the value of families and people who care for us. It teaches the importance of love and respect for others and discusses appropriate and inappropriate behaviours (online and offline).
- **Personal and social skills** - This is addressed within our bespoke Diversity and Equality curriculum. It allows the children to explore managing their emotions and relationships, developing respect and empathy for others and learning about consequences of choices that are made.
- **Growing and changing** - This is taught within our science curriculum at different times of the year and is adapted to meet the needs of each individual year group. It focuses on managing transitions, how our bodies change as we grow up, understanding reproduction, sexual health (personal hygiene and menstruation understanding) and the laws related to sex (NSPCC Underpants).

Targets: (Impact)

The positive impact of successful PDL and RSE will enable children to develop confidence and self-esteem. It can also positively impact children's academic achievements as it helps mitigate any social and emotional barriers to learning. Evidence suggests that successful PDL and RSE also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. We take a whole-school approach to PDL and RSE so that it will positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

PE

Vision At King's Academy Gomer, we are committed to delivering high-quality physical education, school sport, and physical activity that inspire lifelong participation. Many of our pupils already engage in extracurricular sport both in and out of school, including cheerleading, competitive sports, dance, gymnastics, and swimming. We build on this enthusiasm by providing opportunities for all children to develop their skills, confidence, and enjoyment of physical activity.

Our curriculum is inclusive and designed to increase participation across a broad range of sports, ensuring every child finds activities they can enjoy and excel in. In addition to traditional competitive sports, we introduce pupils to less familiar activities such as lacrosse and bowls, working with local experts to enhance their experiences. Our goal is to foster a culture where all children, regardless of ability, develop a love for sport, understand the importance of physical activity for their well-being, and have the opportunity to challenge themselves in new and exciting ways.

Purpose of Study A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Swimming

In Y4, the children have the opportunity to have six sessions of swimming. They really develop their skills and confidence during this time and a strong percentage of children reach the targets of swimming a distance of at least 25m using a range of strokes effectively and can perform safe self-rescue in different water-based situations. Using the Sports Premium Funding, we hope to offer an intensive course for those children who do not achieve the target whilst they are in upper school.

Attainment Targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the



PE continued...

Swimming

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Attainment Targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

RE

Vision At King's Academy Gomer, we equip our children with the knowledge and skills to explore and reflect on their own beliefs and values, as well as to develop an informed understanding of religious and non-religious worldviews. Given that Gosport is not a highly pluralistic community, we recognise the importance of broadening our pupils' awareness and appreciation of the diversity of faiths and beliefs present in the UK.

Through our teaching of Religious Education, we foster respect, tolerance, and critical thinking, ensuring our children engage meaningfully with different perspectives. We follow the Hampshire Agreed Syllabus, *Living Difference IV*, which enables pupils to explore key concepts in religion and philosophy. Our curriculum builds on children's early learning about Islam in Key Stage 1 and extends their understanding by exploring the beliefs, practices, and shared values within Christianity, Buddhism, and Hinduism. By identifying both the distinctiveness and commonalities across these faiths, we encourage our pupils to develop open minds, challenge misconceptions, and grow as respectful, informed citizens.

Purpose of Study In Religious Education, we give pupils the opportunity to explore concepts using an enquiry based methodology. This process enables pupils to consider aspects of their own experience, before attending and responding to ways in which aspects of human existence have been conceptualised and lived out by other people in particular situations. Through developing knowledge and understanding of beliefs and associated practices, traditions, stories and celebrations from a range of religions, we aim to reinforce messages of tolerance and respect for others both within and beyond our community. Throughout the Key Stage, pupils will look at a variety of concepts. We teach concepts through Christianity, Buddhism and Hinduism. These will include concepts that are common to all people: those that are shared by many religions and that are specific to certain religions. Within this, there will also be the opportunity to explore non-religious world views.

Aims

- To develop an awareness of the spiritual dimension of life.
- To explore how people answer questions about the meaning and purpose of existence.
- To raise awareness of human experiences and concepts basic to all religions and those only specific to individual religions.
- To interpret, evaluate and respond to differing values and beliefs.
- To share inner thoughts and feelings.
- To foster a mutual understanding where cultural and religious backgrounds differ.
- To support pupils in developing their own coherent morals, values and principles.
- To understand the purpose of religion in society.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified within our agreed syllabus- *The Living Difference IV*.